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Curriculum Guide

ELEMENTARY AND SECONDARY SCHOOL

PERSONAL AND SOCIAL EDUCATION

Québec

EDXQ 8770889

Curriculum Guide

ELEMENTARY AND SECONDARY SCHOOL

PERSONAL AND SOCIAL EDUCATION

Direction générale des programmes
Direction de la formation générale

Approved by the Comité catholique and the
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INTRODUCTION

Within the framework of program renewal, the ministère de l'Éducation has developed a new program entitled **Personal and Social Education**. This program became official in 1984. It is the first in a series of educational documents for young people, and deals with specific aspects of everyday life such as health, sexuality, consumer behaviour, interpersonal relationships, and life in society.

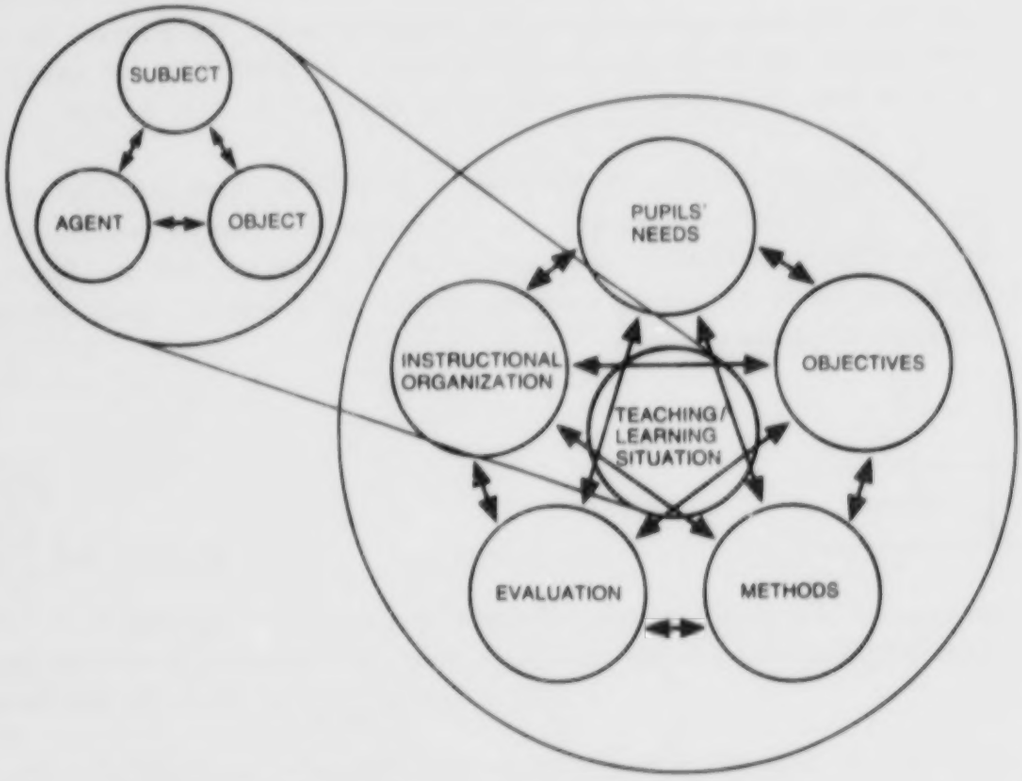
The Ministère is now offering teachers a second document - a curriculum guide that is designed for use with the Personal and Social Education Program. It deals essentially with teaching practices designed to facilitate attainment of the program objectives. The curriculum guide contains a variety of information relating to the concept of learning and teaching which underlies the program, to the evaluation of learning, and to certain aspects of instructional organization.

A third type of material is presently being developed to complete the instructional materials designed to go with the Personal and Social Education Program. These include five activity guides, one for each section of the program.

1. THE PEDAGOGICAL INFRASTRUCTURE[1]

A number of questions were raised during the development of the program. Some concerned its underlying philosophy, the dates for its implementation, teachers' responsibilities, and in-service training sessions. Others concerned pedagogical issues such as the distribution of content according to pupils' ages, teaching practices, and the relationship between the Personal and Social Education Program and other programs. In fact, all possible questions pertaining to the implementation of a program were raised.

Since this program is new, the entire pedagogical infrastructure needed for its implementation has yet to be set up.



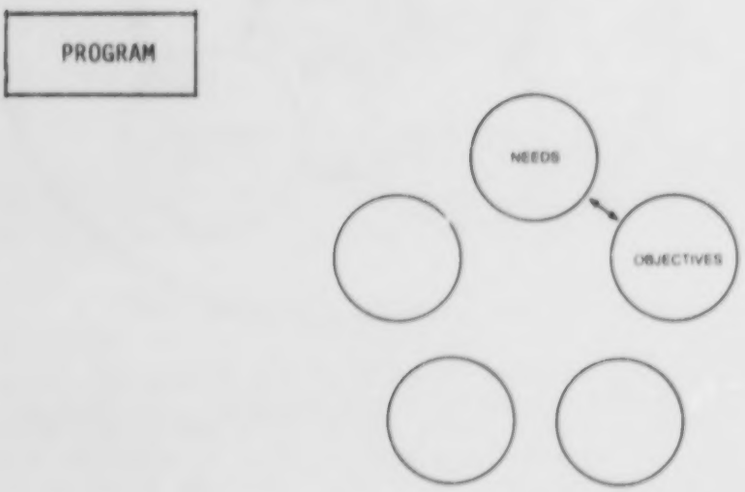
1. The content of this curriculum guide is based on the pedagogical infrastructure model developed by Rénald Legendre in Une éducation ... à éduquer!, (Montréal: Éditions Ville-Marie, 1979, 1981), chaps. 4, 5 and 6, pp. 72 to 194. The model used here for teaching/learning activities was borrowed from the same author in L'éducation totale, (Montréal: Éditions Ville-Marie, Paris: Éditions Fernand Nathan, 1983), chaps. 7 and 8, pp. 253 to 312.

The ministère de l'Éducation has therefore worked out a series of deadlines to be met, and has identified a set of materials to be produced on the different aspects of the pedagogical infrastructure that is needed. These materials will cover the different parts of the infrastructure in a logical sequence.

1.1 Pupils' Needs and the Program Objectives

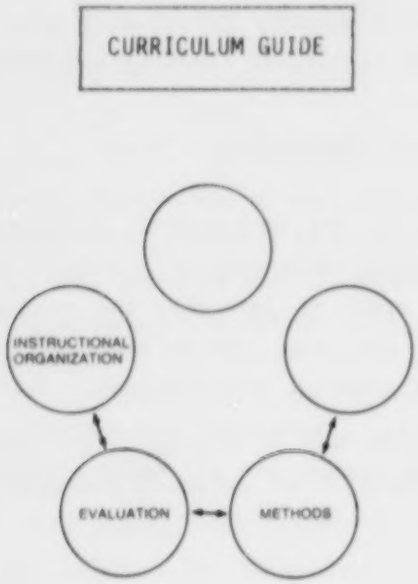
While all questions pertaining to the necessary pedagogical infrastructure are important and must be dealt with as soon as possible, at given moments certain questions take precedence. Initially, the most important questions are those pertaining to the rationale behind the program, to its orientations, and to the objectives it pursues. In other words, if something is to be done, it is essential to know beforehand why it is to be done.

The program outlines the Ministère's position on these essential questions. It provides teachers with the information they need to understand the raison d'être, philosophy, and content of the program, and the learning objectives to be pursued in order to satisfy young people's needs and the expectations of the community.



1.2 Methods - Evaluation - Instructional Organization

After the learning objectives have been identified, questions concerning ways to accomplish this learning must be answered. Basically, in terms of the pedagogical infrastructure this means teaching methods, the evaluation of learning, and the instructional organization of the program. These areas are covered in this guide.



1.2.1 Methods

Methods are a factor in a number of areas, above all, in organizing the learning process, the teaching process and related teaching strategies, and the teaching/learning activities.

The first three areas are covered in this document, and the last one in the forthcoming activity guides.

1.2.2 Evaluation

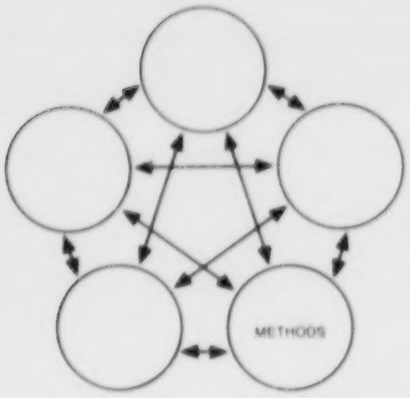
Learning objectives imply the need for evaluation of the learning accomplished, of the program objectives, and of the teaching/learning strategies adopted to achieve the objectives. Teachers must therefore know what, and how, to evaluate. Information on this topic is provided here.

The forthcoming activity guides will also give teachers suggestions of ways to evaluate particular learning activities.

1.2.3 Instructional Organization

The aspect of the pedagogical infrastructure referred to in this guide as "instructional organization" concerns all the operations that must be carried out in order to implement the program. It is intended to ensure that the goals of education, the methods used to achieve them, and the results obtained are all coherent and effective. The distribution of objectives, teaching strategies, interaction with parents, teacher training, and the time allotted for the course, are all factors dealt with in this section.

2. METHODS



Each time that teachers tackle new related content and a new objective, they must ask themselves how they are going to proceed in order to attain the learning objectives. Are they going to pass on information through lectures, the inquiry method, or problem-solving situations? They may also consider whether games should be used.

This search for the right approach is one of teachers' main concerns. The success of their teaching depends, to a great extent, on the early decisions they make in this regard. It is, of course, important that they have a sound grasp of the content, but this alone is not enough. They must also know how to approach the subject, to motivate their pupils, to suggest useful and interesting activities, to present ideas and concepts in such a way that their pupils can grasp them, to organize the learning environment, etc.

The chapter on methods, while not specifically addressing all these aspects of teaching, does shed light on them. It deals first with the main components of learning, with the roles and responsibilities of the teacher, and finally, with reference points intended to help teachers develop strategies that are suitable for their pupils and the subject matter.

2.1 Learning

2.1.1 Essential Components of Learning

Learning is the **process** that takes place when a learner encounters an obstacle in a problem-solving situation, in performing an action, or in understanding a phenomenon or event. It is a process of inner development in which the learner placed in a given context undergoes changes which enable him/her to carry out a task that he/she was previously unable to perform.

Learning is also the **outcome** or **result** of the process. It is the observable change in a person's ability to perform a task or explain something, or a change in his/her attitudes.

This view of learning pinpoints a number of key factors in the learning process including the **learner** with all his/her background experience, **difficulties** or problems that interfere with his/her achievement of the goal, a particular environmental **context**, a **process of change**, and a specific change that enables the person to attain his/her goals.

The two major factors are the learner and the environment. On the one hand, the learner brings with him/her, his/her acquired knowledge, skills, and attitudes. On the other hand, the environment imposes its own organization and rules. **The individual and the environment are constantly interacting.** The individual lives in the environment, and must make use of it or shield himself from it by calling on, or developing, his/her own resources.

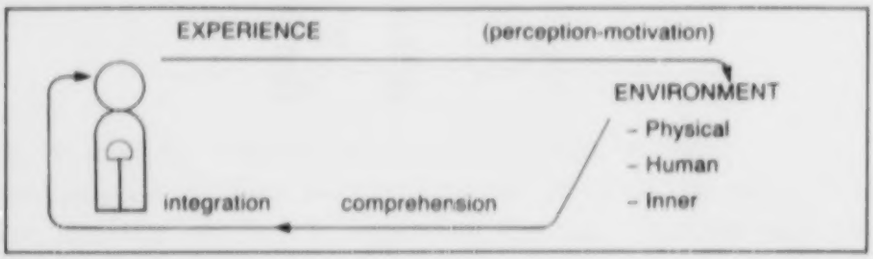
Interaction constitutes the main dynamic of the learning process. It triggers the process and enables the learner to compare his/her past experience with the new situation, to gather any missing information, and to reorganize his/her experience so that he/she is able to carry out the task at hand.

The determining element in this process is the individual's integration of new data into his/her past experience, in other words, the reorganization of his/her knowledge. If this does not take place, the desired learning cannot occur and the individual is unable to solve the original problem.

It is easier for the learner to integrate a new experience if he/she is able to relate it to what he/she already knows. The new experience will thus be more meaningful to him/her and his/her motivation will be enhanced.

The learning process can be illustrated as follows:

THE LEARNING PROCESS



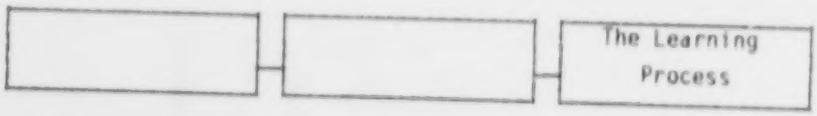
Learning is always a cyclical process involving the individual, the ENVIRONMENT, and the individual again. Each time that learning takes place, the learner undergoes a change. With the newly acquired knowledge, he/she continues to grow and develop in the environment.

2.1.2 Modes of Learning

There are a number of different modes of learning and interacting: through ACTION per se, through OBSERVATION, or through INFORMATION ACQUISITION.

For example, a person can learn about photography by using a camera to explore all possible picture-taking techniques. Alternatively, he/she can learn by observing professional photographers at work. Finally, he/she can take a course or do specialized reading on the subject.

Each of the three modes of learning has its own advantages and disadvantages, depending on the concepts to be acquired, the skills to be developed, and the learning time available. For this reason, the three must be regarded as complementary. In order to ensure that meaningful learning takes place, teachers are strongly advised to incorporate the three modes of learning into the instructional approach they adopt.

2.1.3 

2.1.3.1 The Stages in the Process

Learning takes place through learners' interaction with their inner or outer environments, through different modes of learning, and through a particular process. Learning encompasses all of the different stages that learners go through to gain an understanding of a new reality. Each stage is equally important, calling into play a variety of skills and mental processes that together enable learners to grasp the new reality.

The learning process incorporated into all the M.E.Q. courses and programs is based on the cognitive-domain theory, according to which the first stage of learning takes place when learners are unable to find a means of achieving their goal by drawing on their former experience and knowledge. In such a situation, they face a problem that they have to resolve. Their discomfort level impells them to seek other kinds of solutions.

The second stage is one of exploration and discovery. In it, learners explore different alternatives, verify their applicability, and discover a solution to the problem. Three particular attitudes are essential at this stage of the process: curiosity, openness to new ideas, and creativity.

The third stage is that of a unifying or synthesizing action. Pupils integrate what they have learned into their experience, and later apply it in other areas of learning.

2.1.3.2 Learning Defined

All learning takes place through a series of specific, ordered, and observable stages, each of which is essential to positive outcomes. It is therefore of the utmost importance that teachers be familiar with the learning process advocated in the program they are teaching if they are to be effective in their roles. As long as they gear their teaching to the learning process, each action they take will be effective and suitable for the objective pursued, since each stage in the learning process requires specific teaching practices designed to foster particular cognitive processes and skills.

Only when teachers are completely familiar with the objectives and content of the program and when they tailor their actions to the learning process it advocates, will they be effective in their role.

In summary, learning can be defined as the result of a series of ordered stages involving different mental processes and skills, through which learners undergo and integrate a new experience. Learning always takes place through the learners' interaction with an inner or outer environment. Learning is the path taken by pupils during a learning experience. It encompasses the modes of learning and the process of learning, as well as the pupils' progress in assimilating the learning content and in learning from the different emotional states experienced throughout the process.

In order to help teachers develop a clear understanding of the learning process advocated in this program, Terminal Objective 7, from the Sex Education Section of the elementary school program, is examined below. Terminal objectives describe what pupils should have learned on completing a school cycle; intermediate objectives describe the steps that lead to this learning.

LEVEL: 1st cycle
Elementary School

THEME: Sex Roles and Sex-Role Stereotypes

Terminal Objective 7: To understand the concept of sex-role stereotypes.

Intermediate Objectives:

Question or Problem Identification

7.1 To draw up a stereotyped profile of a boy or girl, man or woman.

Creative Exploration and Discovery

7.2 To reverse the profiles of the two sexes.

7.3 To identify the characteristics regarded as exclusive to each of the two sexes.

7.4 To evaluate the behaviours considered appropriate to each of the two sexes.

7.5 To distinguish between a sex-role and sex-role stereotypes.

Synthesis (Unifying) Action)

7.6 To identify the effects of sex-role stereotyping.

2.1.4.1 Incorporating the Learning Process into the Teaching of the Terminal Objectives

The sample objective deals with the concept of sex roles and sex-role stereotypes. From the outset, it is implied that the environment with which the learner will interact is the human environment.

The purpose of the terminal objective is to enable pupils to understand the concept of sex roles and stereotypes. The first stage of the learning process involves having pupils identify the **question or problem:** to give stock profiles of a girl, boy, man, or and woman (I.O. 7.1). This problem has direct implications for the learners and therefore motivates them to seek a solution.

Pupils then move on to the second stage in the learning process, that of **creative exploration and discovery**. Intermediate Objectives 7.2, 7.3, and 7.4 relate to this second stage. Through action, observation, and discussion, learners develop a better sense of the problem and are then able to find a solution (I.O. 7.5).

The third stage in the process, the **unifying action** or **synthesis**, is that in which learners integrate the new experience (in this case, the concept of sex-role stereotypes) into their previous experience. This in turn enables them to observe the impact of stereotyping on their lives and on the human environment (I.O. 7.6).

All the terminal objectives of the Personal and Social Education Program incorporate the same learning process and a specific type of pupil/environment interaction. The number of intermediate objectives for any given stage in the learning process may vary from one terminal objective to another. The important thing is that the three essential stages always be present in meaningful learning situations.

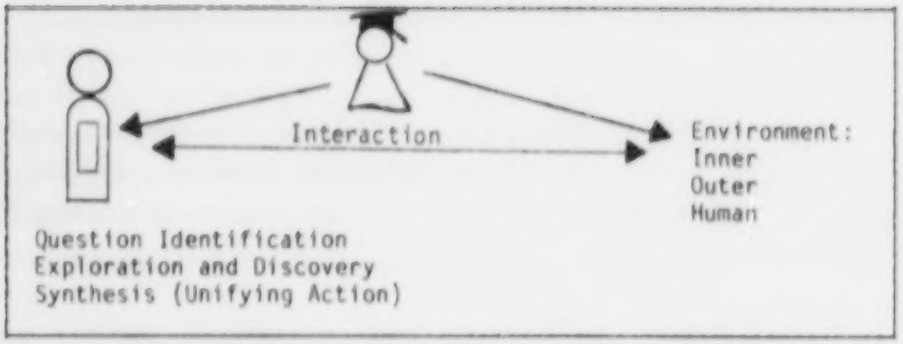
2.1.4.2 Incorporating the Mode of Learning into the Teaching of the Terminal Objectives

The complementary nature of the different **modes** of learning is an extremely important factor in problem-solving since each **mode** involves specific cognitive processes and skills. The objective under discussion calls into play the learners' capacity for **evaluative, conceptual,** and **creative thinking** throughout a series of **intermediate objectives** that they must attain. For example, Intermediate Objectives 7.1 and 7.2 involve the learners' capacity for evaluative thinking because the **mode** of learning is based on observation. Intermediate Objectives 7.3 and 7.5 require conceptual thinking because they place learners in a variety of information-gathering situations. Finally, Intermediate Objectives 7.4 and 7.6 require creative thinking in that learners are asked to establish their own conceptions of sex-role stereotypes and to deduce the effects of these stereotypes.

2.2 The Teaching/Learning Process

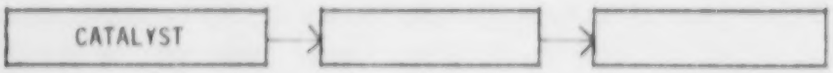
2.2.1 Learning in the Classroom

A number of key factors in the learning process have been identified above. In the classroom, however, another factor must also be taken into account, that is, the teacher as the agent of learning. Teachers are a major dynamic force in the school learning environment. By virtue of their status, authority, personality, and strategies, they are in a position to either hinder or enhance the learning process. While it is ultimately up to the pupils whether or not they learn, the teacher is, nevertheless, the key person in all classroom interactions. The role he/she plays is crucial.

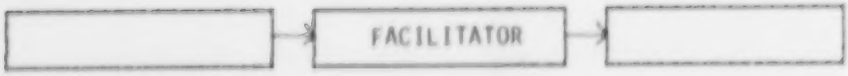


2.2.2 The Teacher's Roles

Given the view of learning described in the program, teachers will assume three basic roles: **catalyst, facilitator,** and **guide.**

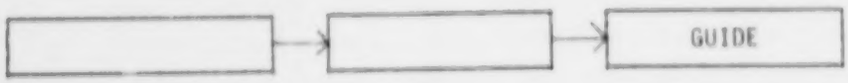


In the classroom, teachers are able to make things happen because they are familiar with the program and its objectives, they know the different strategies that can be used to help pupils solve the problems that arise, and they know where the necessary resources are to be found. Teachers are also familiar with their pupils' learning readiness, capacity for work, motivation, needs, and problems; their personality, energy, skills, and talents combine to help make the learning situation positive and productive. They animate the situation, set the instructional event in motion, provide necessary support and resources, consolidate, motivate, and fuel the interplay. The presence of the teacher makes the class vibrant, alive, interested, and involved. When pupils trust the teacher and feel comfortable with him/her, they become motivated and the learning possibilities are boundless. When they do not have a positive feeling, everything is much more difficult.



In addition to their role as catalysts, teachers act as facilitators of learning. Once learners are motivated to become involved in the new learning situation, the teachers' role is to help or guide them through the learning process.

This view of the teacher's role is common to all the programs and is particularly characteristic of the Personal and Social Education Program. Teachers cannot make pupils happy or independent, nor can they give them values or critical-thinking skills. They can pass on information and give physical or scientific demonstrations, but when it is a question of developing specific attitudes, information sessions and demonstrations do little to bring about the inner changes that are required. In this respect, teachers must concentrate on playing a support role for their pupils, suggesting appropriate ways and means of solving the problems encountered. They must play a variety of roles at different times: they must be alert observers and informed resource persons; they must initiate ideas, formulate questions, and evaluate the learning process and young people's needs and problems; they must be trustworthy counsellors. The teacher's role is thus to help the young person progress.



A third role played by teachers is that of guide. Throughout the learning process, they must evaluate their pupils' progress, checking whether the latter are managing to solve the problem at hand and to integrate the new knowledge gained from the experience. Teachers also suggest new avenues for pupils to explore when the problem has been solved.

Development is an ongoing process. One learning experience leads pupils into other new areas of exploration. New problems arise and are resolved by the learner, giving way to yet other problems or questions, and so on in an endless cycle. Pupils are constantly reapplying and reorganizing their new knowledge. Teachers play an important part in this process. They must check whether the pupils are able to consolidate their learning and ready to move on to more complex problems or situations.

Throughout the Personal and Social Education Program, pupils are confronted with increasingly complex problems. Teachers will have to review themes that have already been studied. However, new elements will also have to be added to each review to maintain challenge, and pupils will have to integrate these into their knowledge. Teachers will also have to interrelate a variety of themes that inevitably come up in relation to the problems or questionsunder study. For example, in a problem that has to do with consumer behaviour, pupils will have to reorganize their ways of thinking in light of information acquired about health and interpersonal relations, and vice versa.

2.2.3 The Teacher's Tasks

Teachers play their roles as catalysts, facilitators, and guides by carrying out certain daily tasks.

As **catalysts**, teachers should:

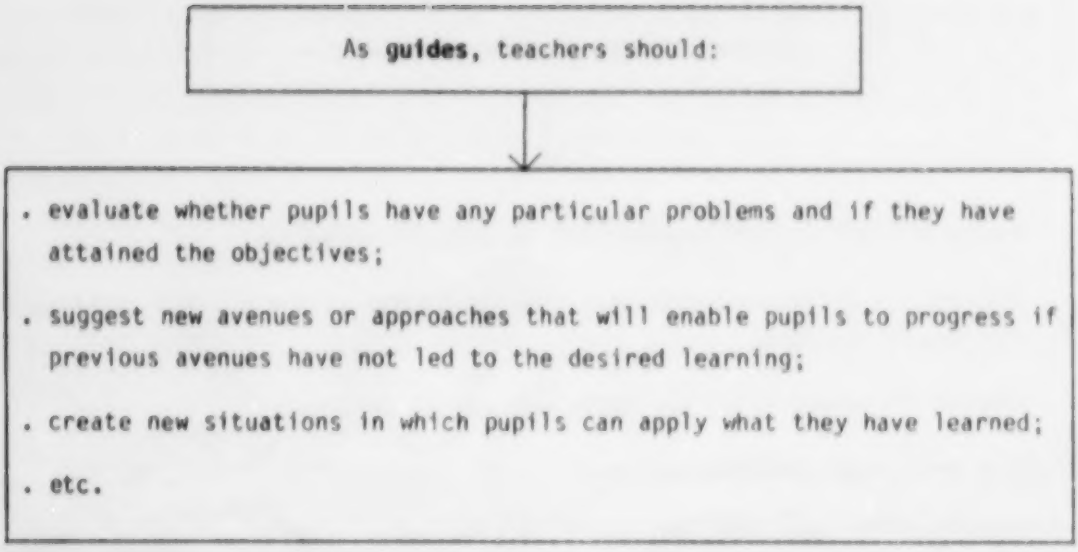
- master the content of the program and activity guides;
- compile a list of the material and human resources available in the school and community;
- maintain good relations with community resource persons and parents;
- be attuned to the pupils' needs and interests;
- organize the classroom environment;
- create positive and motivating learning activities and contexts;
- evaluate pupils' learning and their level of readiness with respect to the objectives to be attained;
- evaluate their own personal resources and how they plan to interact with their pupils;
- etc.

In their role as catalysts, teachers help direct the different factors in the learning situation towards the objective sought.

As **facilitators**, teachers should:

- create a learning environment that is rich in resources;
- draw up a step-by-step work plan that is geared to the pupils' abilities and rate of learning;
- provide different plans for different groups of pupils;
- give each pupil personal attention;
- introduce new questions and additional information at opportune moments;
- express their satisfaction with the pupils' progress;
- help pupils see their own problems;
- give them moral support when they are experiencing difficulties.

As facilitators, teachers give pupils assistance, support, and guidance. This is considered to be the most important of their three roles.


As **guides**, teachers should:
. evaluate whether pupils have any particular problems and if they have attained the objectives;
. suggest new avenues or approaches that will enable pupils to progress if previous avenues have not led to the desired learning;
. create new situations in which pupils can apply what they have learned;
. etc.

In their role as guides, teachers act as "dispatchers" identifying the routes to be taken to reach, and sometimes even to surpass, the goal. This role entails setting pupils back on the right track when they wander off it.

2.3 Teaching Methods

Teaching methods comprise the particular ways in which teaching tasks can be accomplished and are reflected in the organization of each of the three crucial steps in the teaching process: the preparation, the carrying out, and the evaluation of the teaching/learning activity.

Each teaching method represents a different view of teaching, is associated with a specific ideology, theory, and experience, and emphasizes one particular task. Teachers thus have a vast range of methods from which to choose the tools they need to do their job well. They do not lack for choice.

No one method is the answer, however, for everybody or for every situation. Teachers often have to use guesswork to choose the method that they think will work, and in order to do so, must have on hand a bank of methods from which to select. For example, English language teachers can choose from among a language experience approach, a basal reading approach, or an eclectic approach, all of which are sure to help pupils learn the rudiments of the language. Teachers must decide which method is best and how it is to be used.

Apart from having to choose the best method, teachers must ask themselves whether a given method, despite its merits, will work for all pupils throughout the learning process and for all the learning objectives pursued. Studies have shown that pupils quickly become bored when any one teaching method is overused, and that variety is necessary. Studies have also shown that not all pupils succeed to the same extent with the same method. Different methods work better for different pupils, depending on the type of learning desired.

The more carefully the question of method is examined, the more complicated it becomes, and the more apparent that the use of any one method alone is not advisable. The problem is not really one of trying to discover the miracle method at all. It is, rather, one of having to constantly **adjust teaching practices** to suit the pupils in the class and the objectives pursued.

Teaching and learning are far too complex and variable for a single method to be used. Human beings differ in their levels of development, motivation, and styles of learning, just as individual teachers differ. Each has his/her own experience, personality, and educational background. School environments and the daily situations faced also vary widely. Lastly, not all learning takes place in the same way. For example, people do not learn to understand each other in the same way that they learn to bandage a leg.

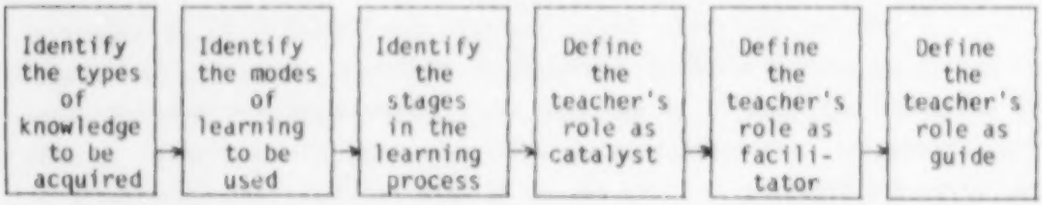
This guide supports the view that teachers may use different methods in teaching their pupils, that some teachers will feel more at ease with one method and other teachers with a different method, and that in the final analysis, pupils will progress with any method as long as it fits the learning context.

2.3.1 Reference Points for Teachers

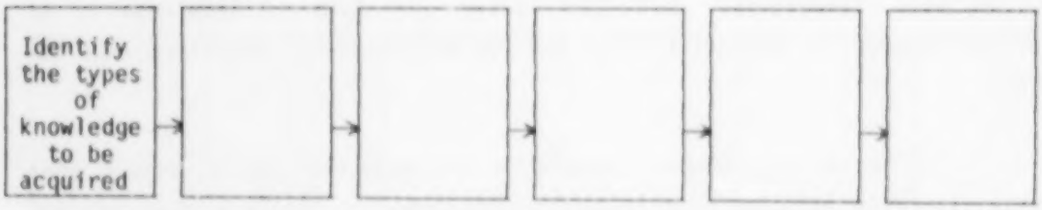
The question which teachers must ask themselves is how to organize their teaching. Given that no single method is recommended and that continual adjustments must be made to suit the context, teachers must have a number of reference points to help them make the necessary adjustments.

SUGGESTED PROCEDURE FOR DEVELOPING TEACHING/LEARNING ACTIVITIES

Taking into account each pupil's level of development, personality, and learning style, teachers could adopt the following procedure for developing appropriate teaching/learning activities:


Identify the types of knowledge to be acquired
Identify the modes of learning to be used
Identify the stages in the learning process
Define the teacher's role as catalyst
Define the teacher's role as facilitator
Define the teacher's role as guide

2.3.1.1 Identify the Types of Knowledge To Be Acquired



Assuming that the best teaching method is one in which all aspects of the teaching/learning activity are coordinated, it is important to look at the **"focus"** of learning, that is, the content. It is not acceptable to teach just any content in haphazard fashion. The nature of the learning content will determine the mode of learning selected as well as the teaching method used by the teacher.

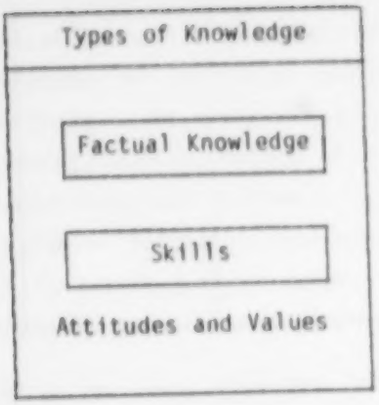
Not all modes of learning and teaching are appropriate to all types of learning content.

For example, if teachers are focusing on an objective in which they must help pupils learn to saw a plank of wood, it would obviously be more logical to have the pupils work with a saw. Giving presentations or information sessions would be inefficient ways of attaining the objective since it involves a manipulative skill which is better acquired through practice than through theory.

If, on the other hand, teachers are focusing on an objective that has to do with developing awareness of feelings, attitudes, or values, they would not approach it in the same way. Observation, information-gathering, discussion, and reflection would be more appropriate choices in this case, since the learning involved has to do with attitudes and behaviours.

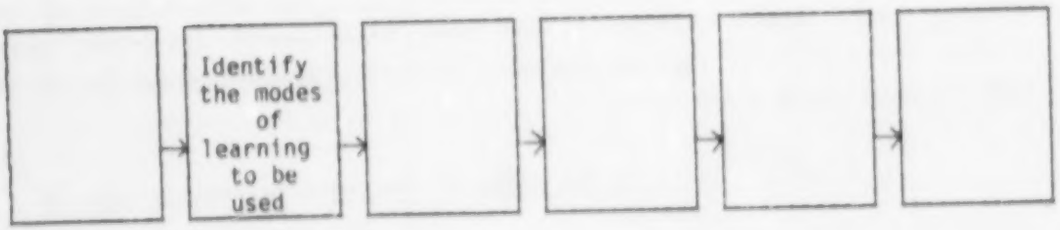
In summary, the types of knowledge inherent in the learning objectives will determine the mode of learning to be used and, consequently, the teachers' strategies. For this reason, the **type of knowledge** to be acquired through the objective (i.e. the content) must be identified from the outset.

Taking the simple example of an objective which states that pupils should be able to brush their teeth properly, teachers must ask how this can best be achieved. The first step is to decide what type of knowledge is involved. Is it factual knowledge, skills, or attitudes and values? Is it primarily a combination of skills, and of some factual knowledge? In the objective cited, it is basically a question of knowing how to brush one's teeth properly or of being skilled at it. To reach this objective, pupils will also need some factual knowledge on different aspects of dental hygiene. In order words, there are two types of knowledge involved.



In a chart such as the one on the left, boxes can be drawn around the two types of knowledge which are the target of the objective. This gives the teacher a clear point of departure.

2.3.1.2 Identify the Modes of Learning To Be Used



The next step is to decide which **mode of learning** is the most appropriate and conducive to acquiring this particular type of knowledge. Would hands-on experience, information-gathering, or reflection be more appropriate?

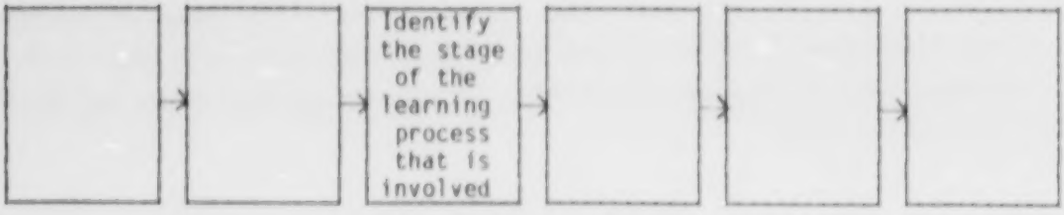
In the objective under discussion, a hands-on approach would be the most appropriate since the goal is to acquire a skill. Also useful, but less important, is the information-gathering process.

Types of Knowledge	MODES OF LEARNING: HANDS-ON EXPERIENCE	INFORMATION-GATHERING	REFLECTION
Factual Knowledge		•	
Skills	●		
Attitudes and Values			

The modes of learning that are to be used can be identified by placing a black dot in the appropriate column. The size of the dot will indicate the degree of importance accorded to that particular mode.

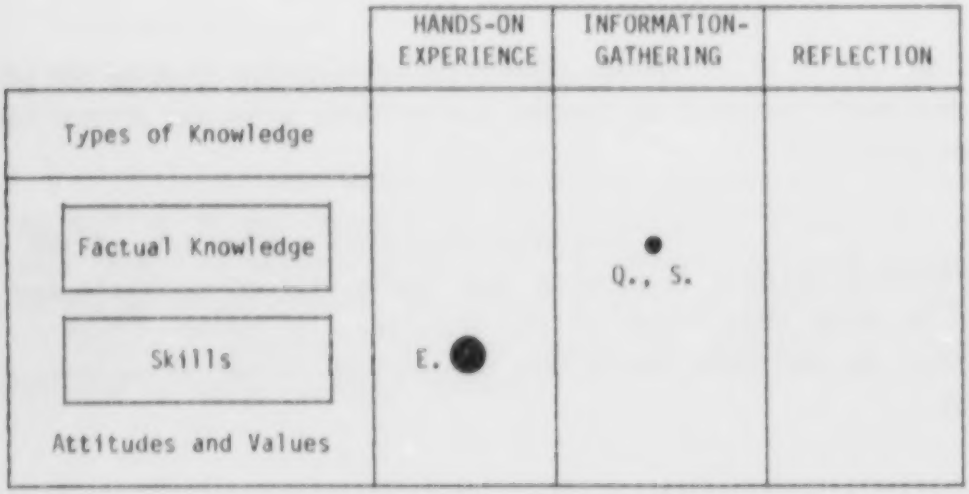
This data shows that pupils will be undergoing two different experiences in the suggested activity. The main purpose of the activity is to ensure that pupils are using their dental floss and toothbrushes properly. One part of the activity will therefore have to include some information on brushing teeth.

2.3.1.3 Identify the Stage of the Learning Process That Is Involved



This step involves deciding how the activity is to be carried out.

As has already been mentioned, the learning process takes place through a number of clearly definable stages: the **identification of a problem or asking of questions**, the **exploration** and **discovery** of possible solutions, and finally, the **unifying action or synthesis.** At this point in their planning, teachers must decide what teaching/learning method will be used to foster the questioning, exploring-discovering, and synthesizing processes. Should the students be given the problem or helped to discover it themselves? Should exploration be carried out by having pupils gather information or practice using floss and toothbrushes? How should pupils be helped to synthesize their experience?



E: Exploration Q: Questioning S: Synthesis (Unifying Action)

To carry out the first step in the process, the teacher has two choices: he/she can offer information sessions or hands-on experience. For the objective in question, the former would be a sounder choice. It is unlikely that pupils will identify the broader issue covered by the objective simply by brushing their teeth. Questioning should centre on information given by the teacher or discovered by the pupils themselves. The letter Q in the chart above indicates when the questioning would take place.

For the exploration stage, hands-on experience would obviously be the most appropriate. This is indicated by the letter E in the chart above.

Synthesis (unifying action), indicated by the letter S in the chart, can best be carried out by doing a review of the learning experience.

The completed chart gives a clear idea of the teaching/learning activity in terms of what pupils will be doing and when they will be doing these things in the activity. To further illustrate this process, two additional charts have been included below for two other objectives.

Objective: To know what to do in case of sexual exploitation

Types of Knowledge	HANDS-ON EXPERIENCE	INFORMATION-GATHERING	REFLECTION
Factual Knowledge		Q., E. ●	
Skills			
Attitudes and Values			S. ●

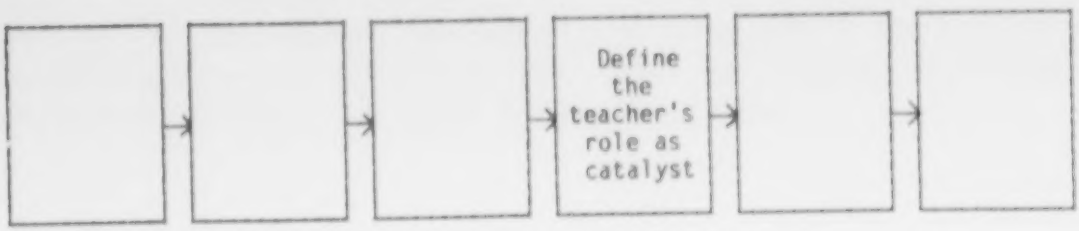
Even though the wording of the objective is "to know what to do," it is not essentially a skill that is involved, but rather knowledge related to possible action. If the objective referred instead to knowing how to defend oneself, the situation would be different. What is involved here is a question of attitude because the objective is linked to certain basic values and personal attitudes.

Objective: To understand that certain standards guide the expression of human sexuality.

	HANDS-ON EXPERIENCE	INFORMATION-GATHERING	REFLECTION
Types of Knowledge			
Factual Knowledge		E.●	
Skills			
Attitudes and Values			Q.,E.,S.,●

The above objective is concerned with an attitude as well as with a small amount of factual knowledge. Most of the learning is done through reflection since it is essentially a question of pupils' developing an awareness of their responsibility for what happens in their lives. Clearly the teaching/learning activities vary considerably from one objective to another, as do the ways in which pupils and teachers function.

2.3.1.4 Define the Teacher's Role as Catalyst



In light of the previous sections, how should teachers, as the agents of learning, play their roles and carry out their tasks? How can they coordinate their efforts with all the other components of the learning process?

Teachers should ask themselves what they must do in order to bring about the desired learning. They must decide how to catalyze the different modes of learning and learning processes identified in the preceding charts, and what their own roles and tasks will be. These decisions will enable them to select appropriate strategies, and to finalize their plans and procedures for implementing the teaching/learning activities.

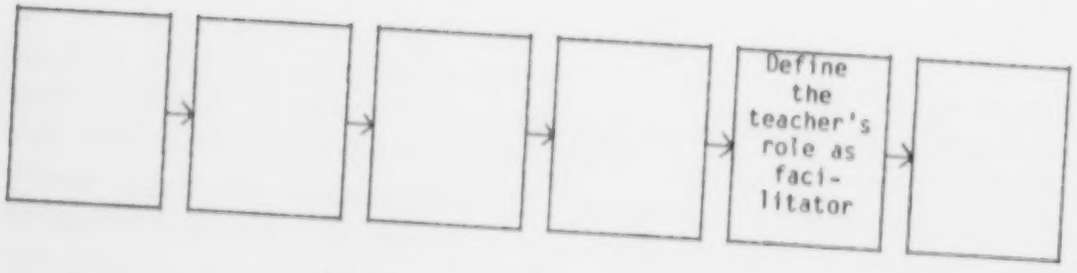
As **catalysts**, the teachers' first task is to develop overall strategies to introduce their pupils to the topic of study and to the stage of the learning process that is involved. In fact, they must go through the process that has just been explained. Then they must work out the details by planning what should happen at each stage, identifying the materials to be used and the role they will take with regard to their pupils, organizing visits from resource persons, and communicating information on the planned objectives and activities to the pupils' parents.

In the case of the objective on brushing teeth, for example, teachers will have to decide whether to introduce the topic by giving a short presentation, showing a film, holding a discussion, having the pupils do some research on their own, or inviting the school nurse to address the class. Depending on their decision, they will then have to prepare their materials, organize the resource person's visit, etc. Finally they must decide how to begin the activity and motivate their pupils.

They may decide to:

1. Show their pupils an animated film on the theme of protecting one's teeth through brushing.
2. Ask their pupils to recount their experiences with cavities and how often they brush their teeth.
3. Give a presentation showing the link between cavities and tooth brushing.
4. Ask pupils for their opinion on the need to take care of their teeth and to find efficient ways of doing so.

2.3.1.5 Define the Teacher's Role as Facilitator



In the case of an objective on tooth brushing, as **facilitators** teachers must see to it that their pupils have the necessary materials for experimenting with brushing (toothbrushes, toothpaste, dental floss). They must ensure that the necessary facilities (classroom sinks or bathrooms) are available for this exploration process. They must go around to each pupil to see whether he/she has any problems and is using the equipment properly. They could create an interesting atmosphere by having pupils brush their teeth to a rhyme, song, or rhythm played on a tambourine. They could also demonstrate how they brush their own teeth and ask the pupils to point out what they are doing wrong. Posters could be hung on the classroom walls or a catchy slogan composed.

Throughout this period, teachers should make efforts to point out the right way to brush and floss teeth, trying to help their pupils coordinate their movements and understand why certain techniques are preferable to others.

2.3.1.6 Define the Teacher's Role as Guide

As **guides**, teacher must first check how pupils are brushing their teeth and explain to them why they should be brushed in a certain way. They should also cultivate pupils' interest in the more general topic of oral hygiene, or suggest that they try to relate what they have learned about oral hygiene to personal hygiene.

At this stage, teachers must decide who should formulate the conclusions to be drawn from the exploration activity (i.e. pupils or teacher), and who should relate the new learning to previous learning (i.e. pupils, teacher, or pupils and teacher).

This process of interrelating knowledge constitutes the final stage in the learning process. It can be seen that there is a definite parallel between the three stages in the learning process and the three roles played by the teacher.

2.3.2 Summary of the Procedure for Identifying Reference Points

As pointed out at the beginning of this chapter, there is no one universal teaching method. What is important is that the method adopted be congruent with the objectives pursued, the ways in which pupils learn, the stages in the learning process, and the roles that teachers play. Bearing this in mind, a number of working strategies can be developed.

In order to develop these strategies, teachers need a number of reference points which can be determined by:

1. identifying the types of knowledge to be acquired;

2. identifying the modes of learning to be used;

3. identifying the stage of the learning process that is involved;

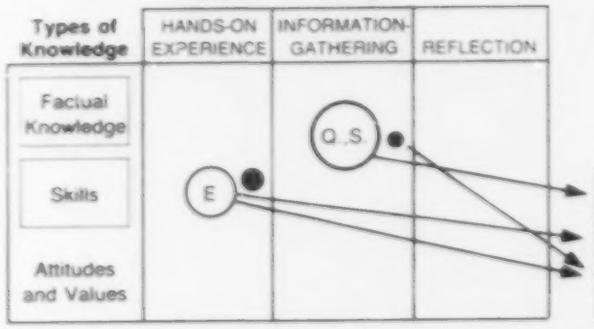
4. choosing the type of activities to be used in order to perform the teaching tasks associated with each learning stage.

This procedure could be applied to, for example, the oral hygiene objective, as shown in the following chart:

Chart Illustrating the Procedure Used To Develop a Teaching Strategy for the Oral Hygiene Objective

Reference Points Concerning the Pupil and the Learning Process.

Reference Points Concerning the Teacher, Pupil, and Subject Matter.



Roles	Activities												
	Formal presentation	AV presentation	Informal presentation	Demonstration	Discussion groups	Workshop	Class activity	Discussion with parents	Brainstorming	Hands-on experience	Laboratory	Field trip	Other
Catalyst	3	1			2		4						
Facilitator					6					5			
Guide					7								

* The numbers indicate the order in which the different parts of the teaching strategy are to be used.

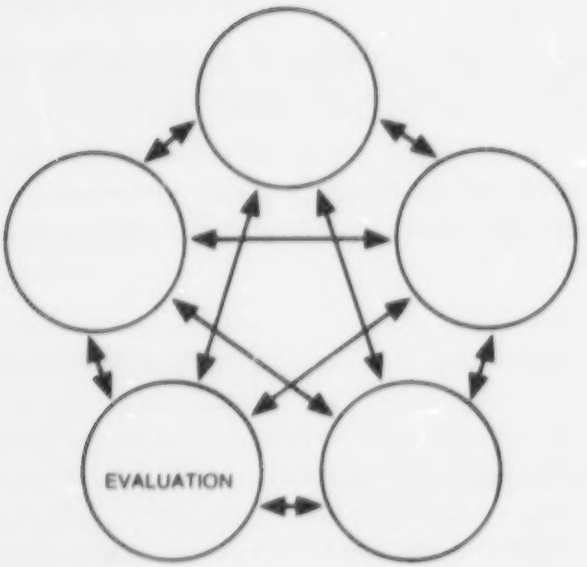
2.4 Conclusion

This chapter has covered the "methods" dimension of the pedagogical infrastructure in relation to the learning process in general, the learning process in the classroom, and the teacher's roles and tasks. It has also presented ways of trying to coordinate all aspects of the teaching/learning situation.

It is abundantly clear that there is no magic formula regarding teaching methods. The best method is the one which is suitable for the target objective, the pupils, and the teacher, in other words, the one best adapted to the context at hand.

To make this process of adaptation easier, a number of charts for analyzing the teaching/learning situation have been provided.

3. EDUCATIONAL EVALUATION



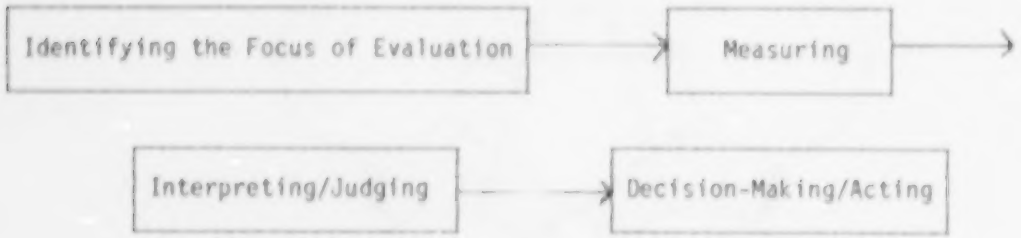
The preceding chapter on methods dealt with the organization and carrying out of teaching/learning activities. The focus was on planning the pupils' and teachers' actions.

This chapter deals with the different types of evaluation that teachers must use when:

- planning appropriate teaching/learning activities,
- implementing these activities,
- grouping pupils and granting credits, etc.

3.1 The Evaluation Process

Regardless of the time or context in which teachers have to evaluate, the procedure they use must include the following steps:



3.1.1 The Focus of Evaluation

Before teachers evaluate, they must know what they want to evaluate since this step affects all subsequent ones. For instance, the procedure used to assess whether pupils are ready to undertake a new learning activity will differ from that used to evaluate the pupils' attitudes during an activity, or from that used to decide whether or not a pupil has earned a credit.

3.1.2 Measuring

After teachers have decided on the focus of their evaluation, they must plan how to measure the results obtained, and then put this plan into effect.

First, they must decide when they will gather their data, the type of data sought, the type of instrument to be used, and possible ways of interpreting the results. All of these decisions are part of the necessary planning, after which they can move on to the process of measurement itself: using the selected measurement instrument and interpreting the results obtained, that is, interpreting their signifiance.

3.1.3 Interpreting/Judging

Given the measurement results and their possible interpretations, teachers must stand back objectively and make a judgement. They may conclude, given the circumstances and their knowledge of their pupils, that the class is well-prepared to tackle a new learning activity, or that the results are unsatisfactory, or yet again, that the results are fairly satisfactory.

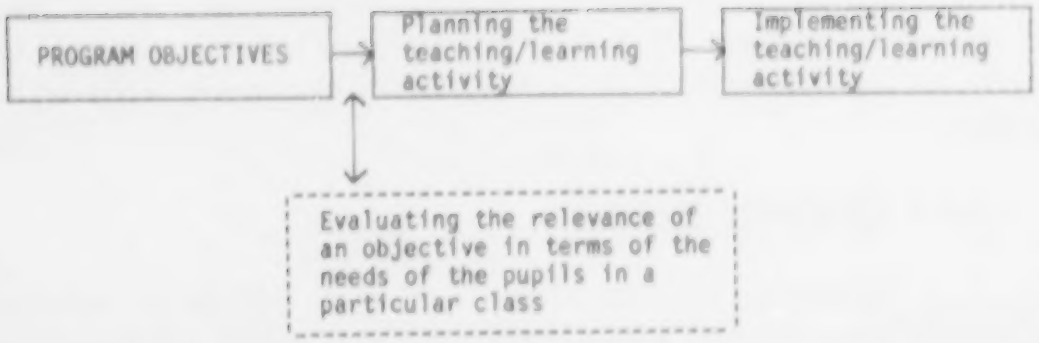
3.1.4 Decision-Making/Acting

Evaluation is always carried out for the purpose of decision-making. An evaluation that does not result in a decision and action would be an exercise in futility. Decisions should be made after considering the different choices possible.

3.2 Evaluating the Relevance of the Intermediate Learning Objectives

The preceding chapter did not deal with the relevance of the learning objectives. It was concerned more with how to attain the objectives. However, teachers cannot select a teaching strategy without first assuring themselves that the learning objectives really correspond to the needs of their pupils. They must check whether or not the pupils have already attained the objectives, or whether the objectives are too advanced. A program designed for province-wide use is obviously based on an analysis of the needs of the entire pupil population of the province, of a region, or of a school board. There is nothing to say that the needs or difficulties of one particular class are the same, quantitatively or qualitatively, as those of a larger group of pupils. Teachers must therefore effect an initial evaluation after familiarizing themselves with a program's

intermediate objectives and before planning a particular teaching/learning activity.


PROGRAM OBJECTIVES
Planning the teaching/learning activity
Implementing the teaching/learning activity
Evaluating the relevance of an objective in terms of the needs of the pupils in a particular class

This initial evaluation should include all the steps of educational evaluation which have just been described.

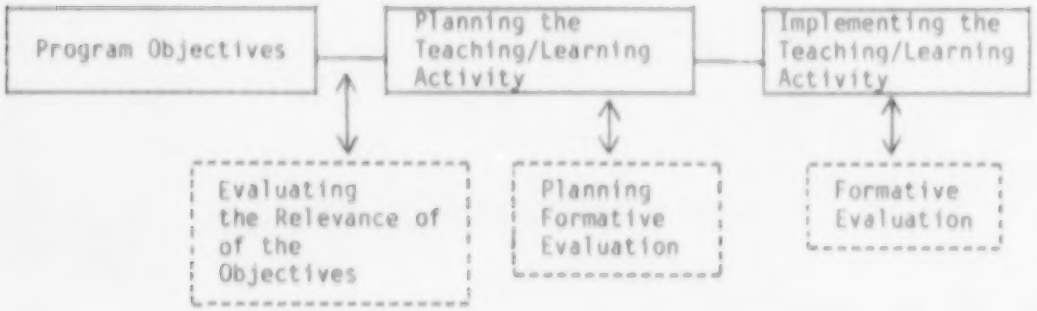
In order to illustrate how the pertinence of certain intermediate objectives can be evaluated, consider the example of Secondary III teachers, who must cover one or more objectives on the concept of sex roles.

Pupils entering Secondary III have already studied this topic in Secondary I and II. The teacher wishes to know what they have learned before planning any new strategies or adopting ones that already exist.

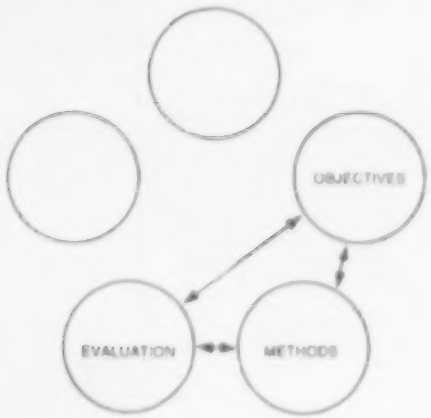
FOCUS OF EVALUATION	MEASURING	INTERPRETING	ACTING
Relevance of I.O. 6.5 of the Sex Education section in the Elementary School Program: "To recognize that people behave and speak in different ways to express themselves as boys or girls." Have the pupils established the relationship between sex role and sexual identity?	METHOD: Oral questioning of several students at random. or Brief presentation given by two or three pupils chosen at random. Possible Results: The pupils questioned answer very well or give a very clear presentation. or The pupils have not mastered all elements, their answers are vague, or their presentations are not very clear. or The answers or presentations given are completely off-target and confused.		
	Possible interpretations: The clarity and ease of the pupils' responses show that they have attained the terminal objective.	The level of mastery of the subject is satisfactory.	No further activities are needed on this topic.
	or Their difficulty in answering certain questions or clarifying certain points indicates that they have not yet fully mastered the subject.	Given the overall reaction of the class to the presentations, the level of mastery is by and large insufficient.	Do not present any more activities specifically on this topic. Instead, use other open-ended situations in other activities to develop the concept.
	or	or Only a few of the pupils have not effectively mastered the terminal objective. Most of the other pupils succeeded in answering the questions.	
	Their confused answers indicate that they have not yet been introduced to the subject matter or that they have only covered it superficially in previous years.	The level of mastery is minimal.	Present activities planned for Secondary I and II, adapting them as necessary. Carry out an activity that will enable them to achieve the terminal objective.

3.3 Evaluation of Teaching/Learning Activities

After teachers have evaluated the relevance of the program's intermediate objectives for the class they are teaching, they must plan and carry out formative evaluation.



3.3.1 Planning Formative Evaluation



Just as it is important to plan teaching/learning activities by choosing effective strategies, so it is important to plan formative evaluation. This means foreseeing (during the planning stage) what will have to be evaluated during the learning activity. In addition, prior to implementing the teaching/learning activity the teacher must plan how to evaluate the degree to which objectives have been attained, the effectiveness of the instructional materials, and the appropriateness of his/her approach.

It is only through the prior planning of formative evaluation that teachers will be in a position to effect the evaluations that are needed during the learning activity, and thereby to ensure that they make appropriate decisions throughout the activity.

3.3.2 Carrying Out Formative Evaluation

3.3.2.1 When To Evaluate: The Steps in the Teaching/Learning Activity

The most important point to remember about formative evaluation is that it takes place **during a learning activity.** This implies the need to identify from the outset the key moments during the activity when evaluation should take place.

These moments have already been identified for the Personal and Social Education Program as the stages in the learning process: QUESTIONING or PROBLEM identification, EXPLORATION-DISCOVERY, and UNIFYING ACTION or SYNTHESIS. These stages correspond to the beginning, middle, and end of an activity.

In order words, teachers should evaluate on at least three occasions. The following chart shows these alongside the previously mentioned steps in the evaluation process.

Steps in the Teaching/ Learning Activity	Focus of Evaluation	Measuring	Interpreting	Decision-Making/ Acting
1. Questioning/ Problem Identification 2. Exploration/ Discovery 3. Unifying Action or Synthesis				

3.3.2.2 The Focus of Evaluation

The focus of evaluation must be identified next. It may vary considerably. It may be pupils' attitudes, the classroom atmosphere, difficulties encountered in terms of material organization, and the impact of the teacher's actions. The "focus of evaluation" column can be completed as shown in the following chart:

Steps in the Teaching/ Learning Activity	Focus of Evaluation	Measuring	Interpreting	Decision-Making/ Acting
1. Questioning/ Problem Identification	. classroom atmosphere . pupils' knowledge . suitability of teaching methods . pupils' difficulties			
2. Exploration/ Discovery	. the degree to which objectives have been attained . pupils' specific problems . pupils' attitudes			
3. Unifying Action or Synthesis	. interest and motivation . integration of knowledge . etc.			

3.3.2.3 Measuring

When teachers observe pupils in the process of asking questions, or when they use other methods to collect a variety of data on the progress or outcome of the learning activities, they should interrelate this data. This constitutes **measurement**, one of the most important steps in the evaluation process.

However, not all methods of collecting data are the same. For example, teachers cannot use a test of factual knowledge if the purpose is to evaluate the development of skills, attitudes, or values. They cannot use a systematic observation checklist to assess pupils' behaviours if they themselves are taking part in the interaction. In other words, the evaluation method and instrument must be chosen to suit the purpose, moment, focus, and circumstances of the evaluation.

There are several possible procedures that can be used for measurement purposes for the Personal and Social Education Program. Only the following will be discussed here: the **analysis of pupils' work, observation,** and **oral** and **written questions.**

Analysis of Pupils' Work

During, or on completion of, a learning activity, pupils may be required to produce work related to the objective under study. An assessment of this work on the basis of criteria that have been established at the outset can provide data on the pupils' skills or on their ability to apply certain attitudes or factual knowledge. The following is an example of an evaluation activity for a terminal objective from the Consumer Education section of the program.

Analysis of Pupils' Work

SECTION: Consumer Education, Elementary School Program **LEVEL** 6

TERMINAL OBJECTIVE 7: To understand the influence of advertising on the decisions consumers make to meet their needs.

TEACHING/LEARNING ACTIVITY: On completion of a series of activities designed to lead to attainment of this terminal objective, the teacher suggests, during Advertising Month, that the pupils write letters to different newspapers giving their opinion of the role that advertising plays in young people's lives. The opinion they express should reflect the thinking they have done about the different intermediate objectives covered in class.

ANALYSIS OF PUPILS' WORK: The teacher sets a number of criteria in relation to the intermediate objectives and to the different topics that the pupils should have covered in their letter. Pupils should have been made aware of these criteria before beginning their letter.

Possible criteria for evaluating the letter:

1. State the purpose of the letter.

2. Present the problem by giving at least three examples of different types of advertising of which he/she is particularly aware. (I.O. 7.1).

   E.g. . television messages about electronic games
   . radio messages about records and entertainment
   . posters on milk

3. Indicate the appealing and informative elements of these three types of messages and relate these elements to the roles and usefulness of advertising (I.O. 7.2 and 7.3).

4. Using the same three examples, explain how advertising influences the choices he/she makes to satisfy his/her needs and the reasons for this influence (I.O. 7.4, 7.5 and 7.6).

5. Finally, give a brief critical summary of an advertisement that has had a particularly strong influence on him/her (I.O. 7.7).

6. Conclusion: Express what he/she would like to see with regard to the future role of advertising in his/her life.

Observation

Observation is definitely the most useful way of collecting data in formative evaluation. It can be done more or less systematically depending on the type of information sought (the purpose) and the teacher's availability during the learning activity.

During learning activities, teachers can observe their pupils according to a set of indicators of which they have made a mental note. This enables them to follow their pupils' learning progress and to take immediate action as needed without having to record any information.

These indicators may concern a range of factors, including behaviours that are indicative of the pupils' attitudes in terms of a given objective, physical handicaps that may hinder some pupils' success in an activity, pupils' reactions to the different strategies and methods used by the teacher, and so on.

The following is an example of **non-systematic observation** and is taken from an activity concerning the human body in the Elementary I Sex Education section.

SECTION: Sex Education, Elementary School Program **LEVEL** 1

TERMINAL OBJECTIVE 1: To appreciate the potential of his/her body.

THEME: The Human Body

ACTIVITY: 1.1.2

During this activity, the teacher might bear in mind the following indicators:

INDICATORS	SAMPLE BEHAVIOURS OR OBSERVATIONS
. The pupil uses three senses (sight, touch, and smell) to present his/her orange, naming at least one characteristic for each sense.	. Eric says that his orange is rough and orange, and that it smells good. . Mary-Anne says that her orange is round and bumpy, and that it smells good. . Josie says that her orange is small, orange, and round, that it is light and its skin soft, and that it smells like flowers.
. The pupil picks out his/her orange from a number of oranges, naming the essential characteristics that enabled him/her to recognize it.	. Eric says that his orange is the biggest. . Mary-Anne says that hers is the darkest. . Josie says that hers is the smoothest.
. The pupil expresses at least one pleasant or unpleasant sensation on tasting his/her orange.	. Eric says, "I don't like the taste of the seeds in my mouth." . Mary-Anne says, "I like the juiciness of my orange." . Josie says, "I don't like the taste of the white skin on the orange."
The pupil tells in his/her own words how he/she got to know his/her orange.	. Eric says that he smelled, tasted, touched, and looked at his orange. . Mary-Anne says that she got to know her orange mainly by observing and tasting it.

INDICATORS	SAMPLE BEHAVIOURS OR OBSERVATIONS
. The pupil identifies things that he/she would be unable to do without these senses.	. Josie says that she used her nose, mouth, hands, and eyes. . Eric says that he couldn't read or watch TV if he were blind. . Mary-Anne says that she could not listen to music if she were deaf. . Josie says that she could not smell food or flowers if she had no sense of smell.

Observation can also be carried out **systematically** using a checklist of the skills, factual knowledge, or attitudes and values that pupils should have developed through the activities planned and objectives pursued.

The following observation checklist, for example, could be used in different activities to assess pupils' interest during a discussion.

Behaviour / Pupil	Gets actively involved on a physical level	Answers questions	Asks questions related to the subject	Makes suggestions related to the subject	Reacts to and comments on what his/her classmates say	Listens to other people's comments	Etc.

Oral Questions

During a learning activity, the advantage of oral questions is that they provide teachers with data which enables them to take immediate action, especially with regard to children who are experiencing difficulty. The following example illustrates this:

During an activity in which pupils have to deduce a number of traffic regulations, one pupil is having difficulty.

In order to help the pupil overcome his/her difficulty, the teacher asks oral questions such as the following:

- When you are riding your bicycle, do you follow traffic regulations? Which ones?

OR

- When you come to a red light, what do you do?
- When you want to turn at an intersection, what do you do? What else could you do?
- Etc.

Written Questions or Tasks

Written questions or tasks can be very useful and can take different forms. Among other things, they can be used to measure the pupil's knowledge in a given field of study. For example, pupils could be asked to:

- Make a list of compulsory and optional accessories for bicycles.
- List the people to seek out or steps to follow if you get lost.

They can also be used by pupils for **self-evaluation** purposes to assess the skills and attitudes that they have acquired outside of class and that cannot be evaluated through direct observation. This is particularly so for attitudes, which cannot be evaluated in class other than by interpreting external indicators such as verbal or physical behaviour. However, traditional question sheets are not adequate. A **self-evaluation form** is preferable. It enables pupils to evaluate their own behaviours, desires, tastes, etc. An example follows.

SELF-EVALUATION FORM

T.O. 7.: To define the concept of sex-role stereotype.
Section: Sex Education, Elementary School Program, Level 3
Activity: Self-Portrait
Focus: Attitude Toward the Roles Associated with Each Sex

A. **Roles**	I often do this	I rarely do this	I never do this
1. Cleaning the blackboards			
2. Emptying the waste basket			
3. Dancing			
4. Playing a musical instrument			
5. Reading			
6. Skipping (with a skipping rope)			
7. Playing hockey			
8. Playing baseball			
9. Making my bed			
10. Helping make meals			
11. Taking care of a child			
12. Going fishing			
13. Mowing the lawn			
14. Sawing or carrying wood			
15. Watering the plants			
16. Tidying the house			
17. Delivering newspapers			

B. I think that...	YES	NO	PERHAPS	PERSONAL COMMENTS
1. Girls can play sports such as hockey and baseball.				
2. Boys can do activities such as: . skipping, . drawing, . rollerskating, . figure skating.				
3. Girls can do chores that require strength, for example: . mowing the lawn, . delivering newspapers, . sawing or carrying wood.				
4. Boys can do chores like: . preparing meals, . tidying the house, . making their beds, . feeding a baby its bottle, . changing a baby's diapers.				

The information on the different measurement instruments available to teachers has been incorporated into the following chart on formative evaluation:

Steps in the Teaching/ Learning Activity	Focus of Evaluation	Measuring	Interpreting	Decision-Making/ Acting
1. Questioning/ Problem identification	• Classroom atmosphere • Pupils' knowledge • Suitability of teaching methods • Pupils' difficulties	• Instruments • Analysis of pupils' work • Observation • Oral questions • Written questions or tasks • Self-evaluation form • Etc.		
2. Exploration/ Discovery	• Degree of attainment of objectives • Pupils' individual needs • Pupils' attitudes			
3. Unifying Action or Synthesis	• Interest, motivation • Integration of knowledge • Etc.	• Possible interpretation of results obtained 1. ... 2. ... 3. ... 4. ...		

3.3.2.4 Interpreting, Decision-Making, and Acting

The process of **interpreting, decision-making, and acting** in formative evaluation is the same as the one described at the beginning of the chapter. It is first a question of deciding whether, in light of the circumstances, the results are satisfactory and, second, of making any necessary decisions.

3.3.3 Example of Formative Evaluation

The following chart gives a detailed illustration of the formative evaluation process.

The example pertains to a teaching/learning activity described in the activity guide for Sex Education in elementary school.

EXAMPLE OF THE PLANNING INVOLVED IN THE FORMATIVE EVALUATION PROCESS

THEME: Sex-Roles and Sex-Role Stereotypes **TITLE OF THE ACTIVITY:** Self-Portrait	**T.O. 7 :** To define the concept of sex-role stereotype.	Sheet 3.7.1 of the activity guide for Sex Education LEVEL 3

INTERMEDIATE OBJECTIVES: 7.3 7.4 7.5

Steps in the Teaching/ Learning Activity	**FORMATIVE EVALUATION PROCESS**			
	FOCUS	**MEASURING**	**INTERPRETING**	**ACTING**
Learning Context: Posing the Problem Ask the pupils to portray a boy and a girl on the blackboard.	Pupils' interest in the activity and subject matter	Observe the pupils' reactions.		
		They are enthusiastic.	The introductory situation is effective. Pupils are sufficiently motivated.	Continue on as planned.
		or		
		Judging by their reactions, only some pupils seem to be interested:	Pupils lack motivation, but this is only temporary.	Continue on as planned.
			or	
		. because the explanations given are not clear enough;	Pupils are not motivated enough, but a reminder of an activity that they have enjoyed is needed to generate the necessary motivation.	Generate enthusiasm for the learning situation by relating it to a recent activity that pupils have enjoyed.
			or	
		. because they do not see any point in investing any energy in this topic;		
		. because they are not yet very aware.	Pupils are not motivated by the activity proposed.	Ask pupils a few questions about how they would like to tackle the question.
Ask pupils to take turns: . picking a role out of a box; . reading it aloud or acting it out; . placing it in one of three boxes (boy, girl, boy and girl); . give the reasons for their choices.	Pupils' understanding of the 4 instructions and how they are related	When: Before they start picking roles from the box. How: Oral questions		
		All pupils have understood.	Pupils understand the instructions sufficiently well.	Pupils carry out the instructions.
		or		

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
		Some pupils have not understood: . the order in which the tasks are to be carried out; . the meaning of the word "act out"; . that it is possible to have a role that suits both boys and girls at the same time; . what it means to "give reasons" and how to go about doing so.		
		Possible Interpretations . Explanations were given too quickly; . The verbal explanations did not serve their purpose; . The sequence was too long; . Some pupils were not paying attention.	Pupils have not fully understood the sequence, but the other instructions present no problem. or There is only one step in the process that the pupils do not understand. or Too many pupils lack the necessary understanding to begin the task.	Ask a pupil who has understood the instructions to demonstrate, and then ask the other pupils to follow his/her example. Explain this step again and then proceed. Explain the task again by giving a demonstration.
	Pupils' understanding of what is written on their piece of paper	When: When each pupil draws his/her piece of paper and performs the tasks. How: Observe the pupils acting out their roles and listen to the reasons they give for putting such a role in a certain box.		
		The way they act out their roles corresponds to what is written and the reasons they give are plausible. or	The role-playing activity served its purpose.	Praise pupils for their accomplishments.

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
		The way they act out their role does not correspond to what is written and the reasons they give are totally irrelevant.		
		Possible Interpretations:		
		. The pupil has a poor understanding because he/she has read the paper too quickly.	The pupil knows how to read and can perform the task satisfactorily.	Ask the pupil to reread his/her piece of paper carefully and to put it in the box which he/she thinks is appropriate.
		. The pupil has a poor understanding because he/she has difficulty reading.	Reading alone is not enough to enable him/her to carry out the task satisfactorily.	Ask another pupil to help him/her and the pupil with difficulty to carry out the other tasks.
		. The pupil's understanding is poor because what he/she is reading is irrelevant to him/her.	The pupil cannot carry out the tasks unless the instructions are illustrated by examples.	Ask the pupil questions on the topic, relating it to his/her experience, and then ask him/her to carry out the tasks. or Ask the pupil to select another piece of paper.
	The classroom atmosphere and pupils' open-mindedness	When: Each time a pupil selects a piece of paper, acts out a role, and explains why he/she is putting his/her paper in a given box. How: Group observation.		
		The atmosphere is positive, the class listens, does not ridicule the pupil who is acting out his/her role, and welcomes his/her presentation.	The atmosphere is favourable.	Encourage the class to continue reacting positively and constructively.
		or		

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
		. The pupils are "turned off," negative, and disruptive. Possible interpretations: . The pupils are unused to this kind of interaction. . The pupils usually react badly to a particular pupil. . The pupils are over-stimulated by the subject. . The pupils show that they are "turned off" by the subject.	The atmosphere is not conducive to self-expression, and action must be taken by the teacher.	Reduce the level of tension by speaking quietly, slowly, and warmly; the teacher's own behaviour should set the desired tone.

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
EXPLORATION-DISCOVERY N.B. Between the first step and this step, pupils should be asked to place on the blackboard ledge, under the appropriate picture (boy, girl, boy and girl), the roles that have been put in each of the boxes.				
Once this has been done, encourage pupils to express their points of view (agreement, disagreement, reasons) on the roles considered to be characteristic of only one sex. Modify the boy and girl profiles as the discussion progresses.	Pupils' problems in giving their points of view	When: Throughout the discussion. How: Observation and oral questions. . The pupils have no problem expressing their points of view; the conversation is clear and coherent; there is no shyness or undue tension. or . Some pupils do not give their opinions spontaneously and do not seem to participate in the activity. or . Some pupils have difficulty giving the reasons for their agreement or disagreement. Possible Interpretations: . The pupils are shy. . They have not gone into the subject deeply enough to be able to express an opinion.	The activity is proceeding well. Some pupils are not succeeding. The teacher's help and guidance could rectify the problem.	Encourage pupils to continue in the same way. Help these pupils to express their opinions by addressing them directly. E.g. Peter, we all know you have a new baby brother at home.

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
		. They are afraid of being criticized and singled out. . They are afraid of being ridiculed. . The instructions are not clear enough.		"Give the baby its bottle" is placed under the picture of the girl only. What do you think about that? You've got a little baby at home. Are you comfortable giving your baby brother his bottle? By asking appropriate questions, help these pupils to explain the reasons for their agreement or disagreement. E.g. Teacher: Lisa, is there anything that strikes you as untrue in this situation? Lisa: That only girls clean up the house. Teacher: Do you know other people who clean up the house? Lisa: Yes, my father and brother clean our house. They can do it just as well as me. Occasionally, ask pupils with similar opinions to give the reasons for their choices. Then ask the pupil who has not been able to give his/her reasons whether he/she agrees or disagrees with what has been said.
The teacher introduces the concept of sex-role stereotypes and sexism.	Finding the most appropriate moment for introducing these concepts	When: After most of the pupils have given their opinion. How: Observation of the existence of certain preconceived notions or stereotypes.		

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
		E.g. Lisa says: "Hockey is a boys' game only. We see that on TV. Girls aren't good enough to play." Paul says: "Playing the piano is for girls only. Boys' fingers are too thick." Lawrence says: "Skipping is a game for girls because people laugh when boys do it." Etc.		
		As anticipated, a number of stereotypes emerge from the discussion on the boy/girl profiles which pupils have drawn up.	This is the appropriate moment.	Introduce the concept of sex-role stereotypes and sexism. E.g. Using several examples, demonstrate that some opinions involve images based on preconceived notions about the nature of men and women, and that they are not completely realistic. There are in fact girls' and mixed hockey teams. Saying that hockey is for boys only is an example of a sex-role stereotype. Similarly, there are just as many good male concert pianists in the world as female pianists, and part of a boxer's training consists of using a skipping rope. Give other examples as well, and help pupils distinguish between a sex role and a sex-role stereotype, without entering into complex explanations.
		or Pupils do not make clear references to stereotypes.		

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
		Possible interpretations: . It's a matter of chance. . The pupils do not make generalizations; they refer to their personal experience.	If the teacher waits for the moment to present itself of its own accord, he/she could wait for a long time.	Intervene in the discussion, identifying stereotypes and questioning pupils about the validity or serious implications of the statements made.
	Pupils' difficulties in distinguishing between sex roles and sex-role stereotypes	When: During the discussion. How: Observation When: After the majority of pupils have thoroughly understood the general sense of the concept of sex-role stereotype. How: Written questions (give an example first). Circle a YES or NO answer for each of the statements below, indicating whether or not they involve a sex-role stereotype. Explain in writing why you think this way. 1.Singing is just for girls. (Yes - No). 2.Dresses are for girls. (Yes - No). 3.TV is for men and women. (Yes - No). 4.Mowing the lawn is a boy's activity. (Yes - No).		
		Some pupils correctly assess at least 3 out of 4 statements and their reactions during the discussion confirm their understanding. or Some pupils responded to only 2 out of 4 correctly.	These pupils demonstrate a good understanding. The explanations given by these pupils demonstrate, however, that they have a good understanding.	Praise their accomplishment. Praise these pupils for their accomplishment.

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
		Some pupils only responded to 1 out of 4, and the explanations they gave did not shed any more light on their level of understanding.	These pupils have not succeeded in making the necessary distinction and all observations confirm this.	Check the understanding that these pupils have of the concept by asking oral questions about other roles. Try to identify the problems that these pupils are having, and check whether their difficulty in answering is due to a poor understanding of the task. If so, ignore the written questions and base the evaluation solely on observations made during the activity. If not, plan a number of additional activities to help these pupils gradually overcome this problem. CAUTION: It is not appropriate to [illegible] failing to attain the objective at this point. It is rather a matter of evaluating in order to enable all pupils to attain it eventually, perhaps even outside of the learning activity proposed here.
UNIFYING ACTION OR SYNTHESIS Ask pupils to give their views on the effects of sex-role stereotypes. E.g. Do you sometimes feel that you would like to do a certain activity, but you do not dare to because you think it is not for girls (or boys)?	The transfer of ideas formed during other stages in their lives	When: After the previous step has been completed. How: Oral questions. .The pupils express their views spontaneously and clearly, and can identify at least one effect of stereotyping:	The activity is proceeding well.	Praise the pupils for succeeding.

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
Discuss the soundness of these judgements with the pupils.		.It limits expression; .It limits development; .It limits the possibilities of boys and girls playing together; .It results in the unfair distribution of tasks; .etc. or .Some pupils do not give their opinions on any of the questions raised. Possible interpretations: . The pupils do not feel personally involved. . The pupils feel that they have not experienced situations in which these questions have come up. . The pupils are ill at ease. . The pupils have lost interest in the activity.	These pupils need to be prodded, assisted, and challenged.	Help these pupils to give their views on the effects of the problems that have been raised, by asking them direct questions. E.g. "Edith, everyone knows that you are very fond of sports. Have you ever thought of playing a sport like hockey or football, but not done it because you thought it was a sport for boys only? How did you feel? Do you think it would be possible to do it? How would you go about it?" or Helps these pupils to express their views on the other pupils' opinions and reactions.
After this discussion, ask pupils to react to the following questions: Are there any activities that you once decided not to do because you thought they were only for girls or for boys, and that now you would like to do?	Changes in attitudes	How: By observing the pupils' reactions and opinions. .The pupils identify one or more activities that they would like to try and that previously they would not have undertaken because of stereotypes or peer pressure. or .Some pupils indicate that they have always participated in whatever activities have interested them.	It is probable that some of their attitudes have changed on the question of stereotypes. Their behaviour and their contributions throughout the activities confirm this.	Verify this change with the pupils' concerned and ask them to try out some new learning activities. Praise these pupils

Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
		or . Some pupils claim to have no desire to undertake any activity. It would seem that they have not changed their opinions since the beginning of the learning activity. Possible interpretations: . They are convinced that their attitude is the right one and that there is no reason to change.	Despite this apparent refusal, these pupils may have changed their attitudes on the question of sex-role stereotypes. It is better to wait a while before judging whether or not their attitudes have changed.	Invite these pupils to try out some new learning activities when they see fit. NOTE: It is often by observing changes in the attitudes of their peers or by developing an openness to change that these pupils will eventually want to try out new experiences. There is no point in rushing things.
		. The change in their attitude is too drastic and they are embarrassed to show it. . They are unsure of how they feel.		
Ask the pupils to identify a situation in which they would be able to try out an activity that they are interested in. E.g. A boy who would like to try taking care of plants or skipping; A girl who would like to play hockey or deliver newspapers.	Pupils' integration of the concept of role stereotypes into their lives	When: In the days and weeks immediately following the activity. How: Observing how their plans materialize. . Some pupils make plans and take steps to carry out these plans. E.g. Peter would like to water the classroom plants and asks to do so for a week. Judith would like to play hockey and tries to find out whether there are any teams that take girls (without actually expecting to join).	These pupils have achieved the objectives.	Help these pupils become aware, each time they start a new activity, of the change in their attitudes and the effect of this change on their lives. AND Arrange for these pupils to share their experiences with the class, including any difficulties they have had, advice they would give, and the pleasures and disappointments they have felt.

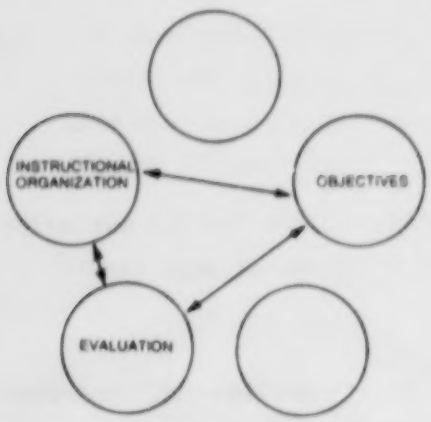
Steps in the Teaching/ Learning Activity	FORMATIVE EVALUATION PROCESS			
	FOCUS	MEASURING	INTERPRETING	ACTING
		. Some pupils make plans for a project, but do not try to carry them out or have difficulty doing so. or . Some pupils make no plans at all. Possible interpretations: . They lack motivation. . The projects are too difficult. . They are experiencing negative pressure. . They are waiting to see how their classmates' projects turn out.	These pupils have not attained the objectives to a satisfactory degree, but this should not be regarded as a failure. They have made some steps in the right direction that should enable them to make further progress.	Help them assess their motivation to carry out the project; change the latter if necessary; choose a project that is easier to carry out; help pupils find ways of carrying out their project; constantly reinforce their efforts, etc. Observe these pupils' reactions to their classmates' accomplishments and difficulties. Encourage them to express their interests and fears. At the opportune moment, suggest that they carry out a project that seems to interest them. Above all, allow them to follow and react to their classmates' projects.

Note: 1. Evaluation in the activity covered here is carried out mainly by observation and oral questioning. This is not necessarily the case for all the activities.

2. These charts may give the impression that planning is an enormous and tedious task, which is not, in fact, the case. We think much more quickly than we write.

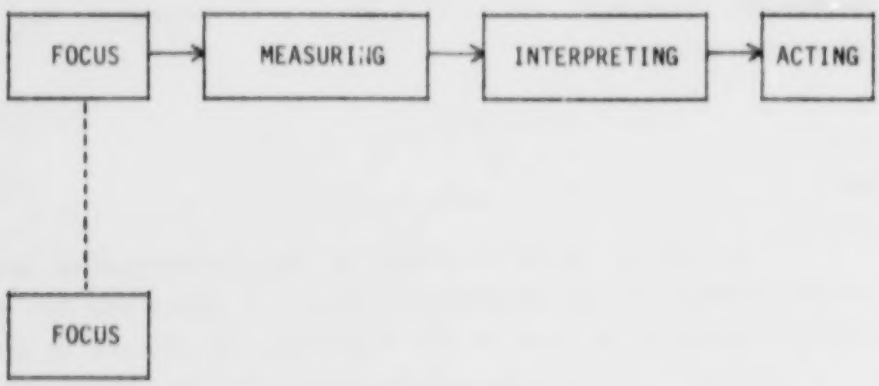
3.4 Summative Evaluation

When teachers have to make decisions concerning the grouping of pupils, promotion from one level to another, or the granting of credits, they must evaluate those elements which can provide information on the degree to which each pupil has mastered the program objectives. In formative evaluation, the purpose of the information sought is to assess pupils in the process of learning or to decide how to enhance their progress. In **summative evaluation**, the type of information sought is intended to help teachers form as clear a picture as possible of each pupil at a given moment in time, for reasons that have to do with program organization and school administration.



3.4.1 The Steps in the Process

Summative evaluation involves the same steps as formative evaluation. However, the way in which each step is carried out, as well as the content, are different.



The focus of this kind of evaluation is always the attainment of a set of terminal objectives. Since the goal is to assess where pupils stand in relation to the program, it is the compulsory objectives stating what is expected of the pupils that are of direct concern.

These objectives relate to the cognitive domain only and are chosen by the school board.

MEASURING

This part of the evaluation process is not carried out often. It is done mostly at the end of a school year, or cycle, or when studies are nearing completion.

The most frequently used instruments are assignments, comprehensive examinations, and question sheets containing completion or short-answer items or essay questions.

INTERPRETING

The interpretation is based primarily on the data collected. It can be weighted using the results obtained during the year and any hypotheses the teacher may form about the pupil's ability to succeed in the year ahead in a particular group.

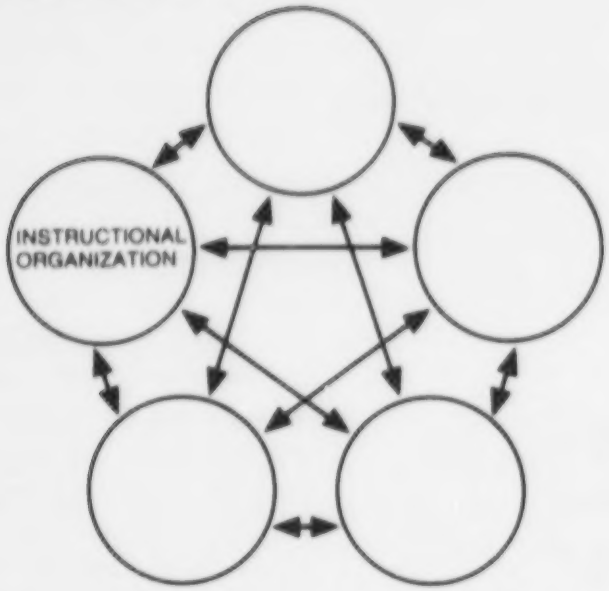
ACTING

Any action taken is based on the interpretation made of the pupil's performance in the measurement stage. A pupil who has attained a satisfactory degree of mastery of the objectives can proceed to other objectives. A pupil who has not attained the objectives completely satisfactorily

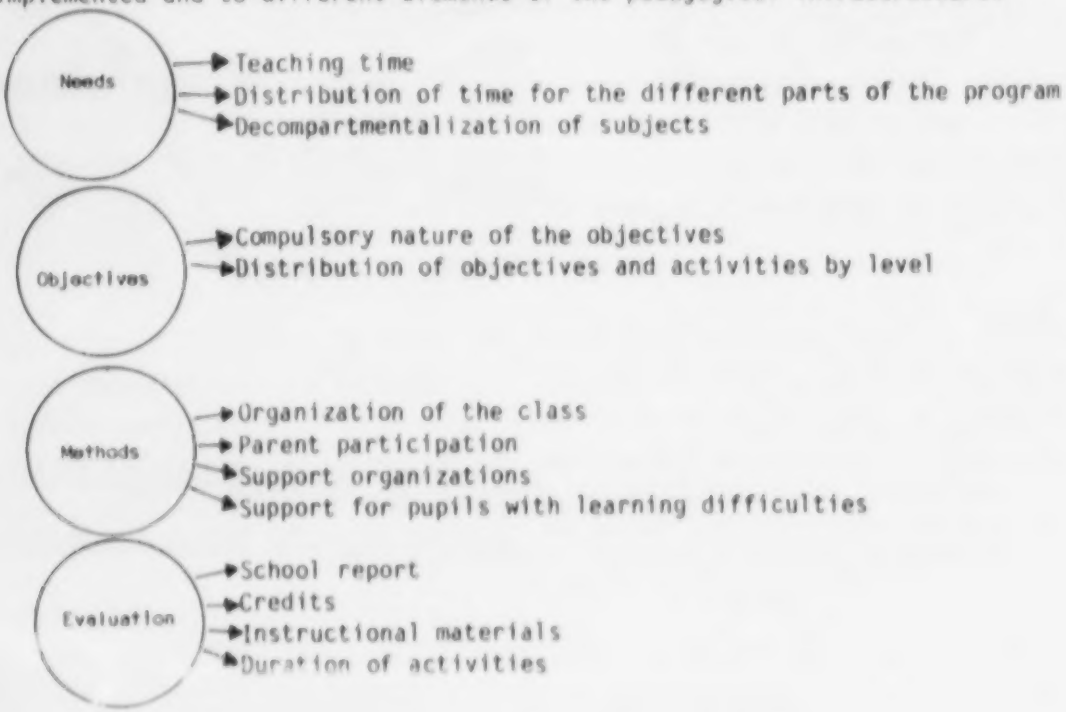
may nevertheless be judged to be capable of attaining other objectives because of what is known about him/her. A pupil who has not attained the objectives satisfactorily and is judged unable to attain objectives at a higher level cannot move up to the next level. A pupil who has attained the objectives particularly well may be put into an enriched higher level.

Note: For more detailed information on summative evaluation, teachers should consult the Éléments de Docimologie series, published by the Direction générale de l'évaluation et des ressources didactiques of the ministère de l'Éducation.

4. INSTRUCTIONAL ORGANIZATION



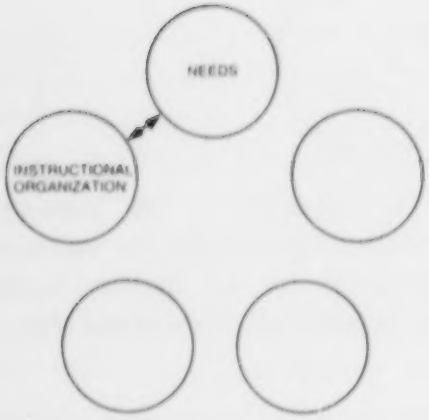
Instructional organization is the final element of the pedagogical infrastructure that is discussed in this guide. Essentially it encompasses a variety of topics related to the context in which the program is being implemented and to different elements of the pedagogical infrastructure.



This chapter does not cover all the organizational problems that inevitably arise in implementing a program. It is confined to instructional organization.

4.1 Organization and Pupils' Needs

4.1.1 Teaching Time in Elementary and Secondary School



Elementary School

The Régime pédagogique[1] published in 1983 states that the program is compulsory, but no definite teaching times are specified. It refers instead to the integration of the program content into all school activities. How is this to be interpreted? Above all, how can the program objectives be attained? This question poses a problem, given the considerable length of the program.

Secondary School

The Régime pédagogique[2] published in 1983 states that one credit is to be granted for this program for each year in secondary school. This means that 25 hours of teaching time are allotted for this program annually.

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1. Québec, ministère de l'Éducation, The Regulation Respecting the Basis of Elementary School and Preschool Organization, 16-0063-01A, 1983.
2. Québec, ministère de l'Éducation, The Regulation Respecting the Basis of Secondary School Organization, 16-0062-01A, 1983.

It is clear that young people's needs are important and that as much time as possible must be devoted to teaching this program. The integration of the program content into all school activities is also congruent with the spirit of the Régime. However, the problem remains of how to effect this integration and provide a reasonable amount of teaching time.

This integration can be achieved in three major ways. One, the subject could be given as a **regular course.** Two, there is the option of **integrating it into other courses**, and three, **thematic activities** involving the entire school could be organized.

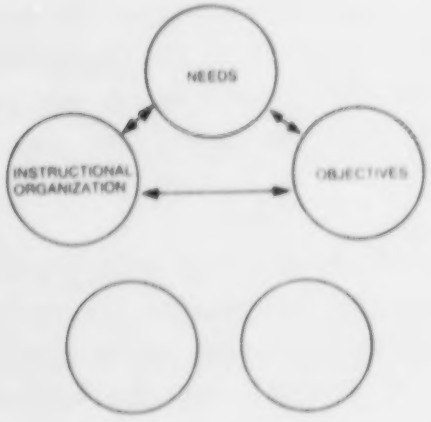
It may be possible to allocate a specific time-frame for teaching this program within the schedule. There is nothing in the Régime which precludes allocating specific class hours for it. School boards may thus consider developing a schedule in which at least one period per week is devoted to personal and social education.

As for the option of integrating the content into other courses, two possibilities exist. On the one hand, direct reference to the content and objectives of the Personal and Social Education Program can be made in other subjects such as French, mathematics, or physical education. Alternatively, concerns related to other courses can be incorporated into the activities suggested in the Personal and Social Education Program. This avenue is explored in the activity guides for the Personal and Social Education Program. Time can thus be saved by covering a variety of objectives in a single activity.

Regarding the last option of thematic school-wide activities, some objectives can be attained in an intensive work blitz such as Food Week, Safe Driving Week, or Friendship Week. During these weeks in which the entire school focuses on one theme, a great deal of content can be covered and a large number of program objectives attained.

4.1.2 The Distribution of Time for the Different Sections of the Program

The program is made up of five distinct sections. Does this mean that the teaching time should be divided into five equal parts? If fifty hours are allotted for the program, are ten hours to be spent on each section? The answer is a definite no, for obvious reasons: not all sections are the same length, teaching time may vary from one objective to the next, and pupils from different milieus may feel more or less strongly about a certain issue and want to spend more or less time on it.



Teaching time should not be divided equally since the different sections of the program include different numbers of terminal objectives.

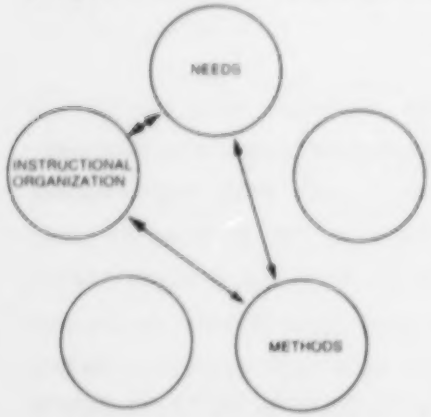
Furthermore, even when the different sections include the same number of terminal objectives, they do not necessarily all require equal teaching time. For example, a terminal objective on contraception is likely to take more time than one on participation in recreational activities.

Another factor in time distribution is that, for different school boards, some issues are bound to be more important than others. In certain regions, for example, crime prevention, prevention of drug abuse, interpersonal conflicts, or consumer problems arising from the need to travel long distances may be the most important issues. More time and importance would therefore be devoted to these elements in the program.

In summary, while enough time must be spent on each section to attain its objectives, each milieu is free to organize its own time distribution in the manner that best suits its pupils' needs.

4.1.3 The Decompartmentalization of Subjects

A variety of subjects are taught in school: language and literature, mathematics, history, geography, road safety, visual art, chemistry, etc. The purpose of each subject is to prepare pupils for life, to help them develop skills that will enable them to become all-round, fulfilled men and women, to practice a trade or profession, to lead an enriching social life, and ultimately to be responsible, autonomous, and capable of making their own judgements in all areas of concern to them.



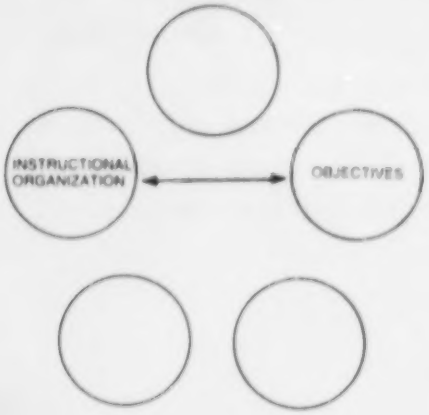
School tries to prepare children for life by simulating life experiences; herein lies its unique and invaluable contribution.

The instructional approaches used in the new programs are based on this philosophy, and more and more real-life learning situations are witnessed in the schools.

It is this orientation which makes it possible for the new programs to break down the barriers between subjects. The study of life is the common ground.

4.2 Organization and the Program Objectives

4.2.1 The Compulsory Nature of the Objectives



In the Personal and Social Education Program, only the **terminal objectives** are compulsory. The numerous intermediate objectives and the detailed learning content are optional despite the fact that a considerable amount of time and space are devoted to them in the program. Teachers are free to decide how to attain these objectives.

It is essential, however, that the learning situations they choose be educationally sound, in keeping with the young person's level of development, and designed to foster growth in all areas of human development.

4.2.2 The Distribution of Objectives and Activities By Level

The objectives of the Personal and Social Education Program are divided according to cycle. However, for teaching purposes they must also be broken down into levels. This means deciding what will be taught at each level of both cycles.

This is a vitally important task and therefore must be carried out as soon as it is time to implement the program and teachers are thoroughly familiar with the program. This is not an easy task with any program. And in this case it will be that much harder because the program is new, there is no teaching precedent, and teachers have no directly related training. How then can the task be accomplished?

With a view to helping teachers in this respect, activity guides have been prepared for their use, one for each section of the program. Each guide suggests a breakdown of the objectives for each year, as well as activities designed to make the objectives attainable. They are intended to give teachers an idea of what they can do within a year and when. These guides should be a very useful tool at the beginning. As teachers gain experience through time and practice, their task will become easier and they will be able to organize activities to better suit the particular context in their school. The reference points suggested in the chapter on methods will help teachers to decide on their own strategies and to create new teaching/learning situations.

4.3 Organization and Methods

4.3.1 Organizing the Class-Group

The question of mixed or homogenous classes falls under this heading. Should the course be taught to girls and boys together or separately?

By and large, classes should be mixed for this course since it is to everyone's benefit.

However, it is left to teachers' better judgement whether small sub-groups should sometimes be organized to make the work easier. If the context requires that boys and girls be grouped separately for a given objective, or if the situation is such that pupils with particular difficulties should be grouped together, teachers may do whatever seems most appropriate to them.

In any case, teachers must guard against splitting the class into groups that correspond systematically to the different sex-role stereotypes which the educational system is trying to dispel.

4.3.2 Parent Participation

Since the questions dealt with in this program concern aspects of life that involve the pupils and their parents directly, it goes without saying that parents should have their say. After all, it is they who bear the main responsibility for their children's education.

Parents are asked to cooperate as closely as possible with school board authorities and teachers. By expressing their values and expectations and sharing their knowledge of their children and community, they will undoubtedly make it easier for teachers to adjust their teaching accordingly.

Using the democratic channels available to them, parents should take part in adapting the program to suit local needs and should use their own personal resources to offer all the support they can. In conjunction with teachers, parents can help ensure the essential link between the family, the community, and the school experience.

4.3.3 Support Organization

A number of organizations are interested in the education of young people with regard to the areas studied in this program. These organizations often have considerable expertise and are already present in the community. Examples are: police forces, firemen, the Red Cross, St. John's Ambulance, community health departments, social service centres, the Régie de l'assurance automobile, etc. Teachers are asked to cooperate with these groups, who in turn can be of great help.

4.3.4 Support for Pupils with Difficulties

Teachers may find that the particular content of certain sections creates very dramatic personal and social problems for some pupils. What should be done in these cases?

As a general rule, teachers are asked to refer these pupils to the school principal. After discreetly verifying that there really is a problem, they must discuss the matter with the principal so that he or she can take the necessary steps to secure help for these pupils. The quality of the rest of these young people's futures could be at stake.

4.4 Organization and Evaluation

4.4.1 The School Report

The school report is essentially a tool for passing on information about each pupil's learning progress to the pupil and his/her parents.

The report may contain different types of information. If it is one which only records results concerning the pupil's level of achievement, teachers can include test, exam, and homework results, using the tallying and annotating procedures recommended by the Direction de l'évaluation pédagogique. If the report used is designed to record other types of information, teachers can summarize the different information they have gathered for the period of time covered. These marks can be taken from a daily classroom journal kept by the teacher, or from filecard notes that the teacher maintains on pupils' behaviours and on their attitudes toward the course, the focus of study, and other pupils.

4.4.2 Credits

For each year of secondary school, pupils can obtain a credit if they satisfy the requirements of the program. How can it be determined whether or not they have done so?

Ideally, it would be necessary to evaluate all the aspects that the program seeks to develop. However, for a number of reasons, teachers must confine themselves to evaluating knowledge and leave aside attitudes and behaviours. Pupils can be said to have met the requirements of the program if they possess the knowledge that it was designed to transmit.

4.4.3 Instructional Materials

In recent years, a number of organizations have produced a wide variety of materials for school populations. These materials have not, however, been designed in relation to the Personal and Social Education Program, but rather to reflect the philosophies and goals of the institutions which have ordered or produced them. Teachers must therefore be cautious: sometimes the material is pertinent, but at other times it is not consistent with the philosophy, content, and objectives of the program. In yet other instances, only part of the material is of interest. So far, very little material has been designed specifically for use with the Personal and Social Education Program. This situation will soon change, but for the time being teachers must be wary of what is available.

4.4.4 Duration of Activities

The activity guides provided by the ministère de l'Éducation for teachers' use indicate approximate amounts of time for carrying out the activities. Teachers must regard these approximations as just that, and assess the actual time that these activities are likely to take in their particular class. This process will enable them to make any necessary adjustments.

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